



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 7

Test Date: March 2009  
Code: 10711260  
SAU: Hancock School Department  
School: Hancock Grammar School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2009

Grade: 7

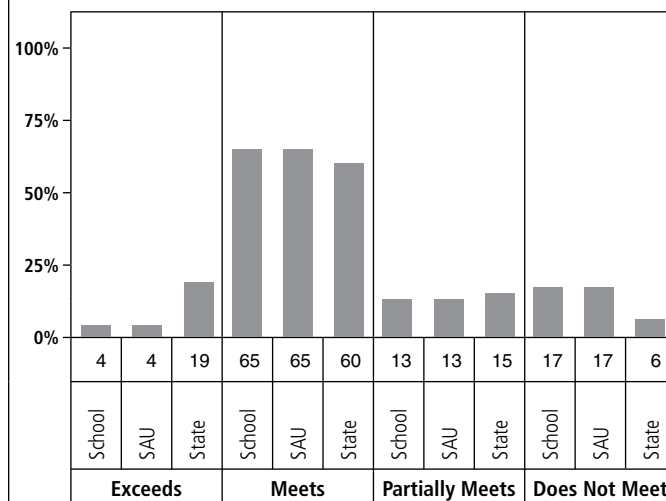
SAU: Hancock School Department

School: Hancock Grammar School

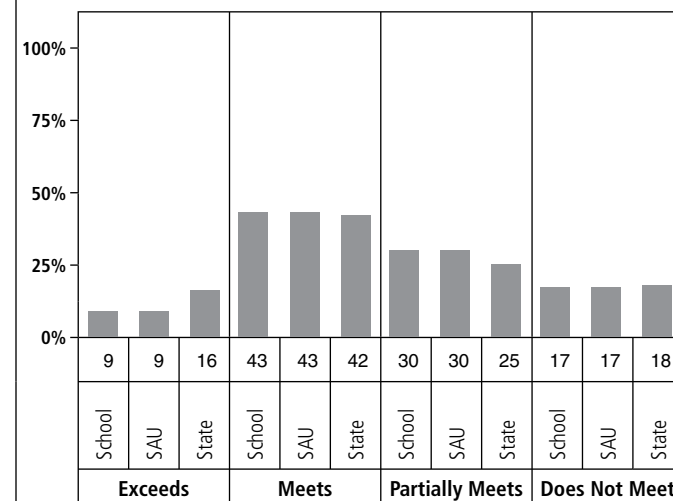
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	745	745	748
2007–2008	745	745	750
<b>2008–2009</b>	<b>746</b>	<b>746</b>	<b>751</b>
Cum. Avg.*	745	745	750
<b>Mathematics</b>			
2006–2007	741	741	742
2007–2008	747	747	743
<b>2008–2009</b>	<b>743</b>	<b>743</b>	<b>745</b>
Cum. Avg.*	744	744	743

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date:	March 2009
Grade:	7
SAU:	Hancock School Department
School:	Hancock Grammar School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	23	100	23	100	14446	100	23	100	23	100	14316	99	23	100	23	100	14322	99						
<b>Ethnicity</b> African American/Black	0	0	0	0	432	3	0	0	0	0	416	97	0	0	0	0	421	98						
American Indian or Native Alaskan	0	0	0	0	124	1	0	0	0	0	121	98	0	0	0	0	122	99						
Asian or Pacific Islander	0	0	0	0	260	2	0	0	0	0	255	98	0	0	0	0	259	100						
Hispanic	0	0	0	0	147	1	0	0	0	0	144	99	0	0	0	0	144	99						
Caucasian/White	23	100	23	100	13483	93	23	100	23	100	13380	99	23	100	23	100	13376	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	3	13	3	13	2428	17	3	100	3	100	2391	99	3	100	3	100	2391	99						
<b>Current LEP</b>	0	0	0	0	334	2	0	0	0	0	318	95	0	0	0	0	328	98						
<b>Economically disadvantaged</b>	9	39	9	39	5498	38	9	100	9	100	5431	99	9	100	9	100	5436	99						
<b>Migrant</b>	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	19	83	19	83	11742	81	19	83	19	83	11754	81						
Identified disability (PET/IEP)	0	0	0	0	367	3	0	0	0	0	365	3						
LEP	0	0	0	0	168	1	0	0	0	0	169	1						
504 plan	0	0	0	0	183	2	0	0	0	0	187	2						
<b>Participation with accommodations</b>	4	17	4	17	2367	16	4	17	4	17	2366	16						
Identified disability (PET/IEP)	3	75	3	75	1819	77	3	75	3	75	1824	77						
LEP	0	0	0	0	143	6	0	0	0	0	154	7						
504 plan	0	0	0	0	84	4	0	0	0	0	80	3						
Other	1	25	1	25	358	15	1	25	1	25	346	15						
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	205	1	0	0	0	0	202	1						
Identified disability (PET/IEP)	0	0	0	0	205	100	0	0	0	0	202	100						
LEP	0	0	0	0	5	2	0	0	0	0	5	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	2	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	33	0	0	0	0	0	32	0						
<b>Non-participation – other</b>	0	0	0	0	97	1	0	0	0	0	92	1						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date:	March 2009
Grade:	7
SAU:	Hancock School Department
School:	Hancock Grammar School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 762–780)	2006-2007	6	18	6	18	2630	18
	2007-2008	0	0	0	0	2604	18
	<b>2008-2009</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>2618</b>	<b>19</b>
	Cum. Total*	7	8	7	8	7852	18
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 742–760)	2006-2007	14	41	14	41	7605	51
	2007-2008	22	71	22	71	8049	55
	<b>2008-2009</b>	<b>15</b>	<b>65</b>	<b>15</b>	<b>65</b>	<b>8484</b>	<b>60</b>
	Cum. Total*	51	58	51	58	24138	56
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 730–740)	2006-2007	12	35	12	35	3000	20
	2007-2008	7	23	7	23	2672	18
	<b>2008-2009</b>	<b>3</b>	<b>13</b>	<b>3</b>	<b>13</b>	<b>2108</b>	<b>15</b>
	Cum. Total*	22	25	22	25	7780	18
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 700–728)	2006-2007	2	6	2	6	1620	11
	2007-2008	2	6	2	6	1190	8
	<b>2008-2009</b>	<b>4</b>	<b>17</b>	<b>4</b>	<b>17</b>	<b>899</b>	<b>6</b>
	Cum. Total*	8	9	8	9	3709	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	31.0	55.4	31.0	55.4	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	20	36	10.3	51.5	10.3	51.5	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	20.7	57.5	20.7	57.5	22.6	62.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 7  
 SAU: Hancock School Department  
 School: Hancock Grammar School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	23	1	4	15	65	3	13	4	17	746	23	4	65	13	17	746	14109	19	60	15	6	751
Ethnicity																						
African American/Black	0										0						409	11	49	22	18	744
American Indian or Native Alaskan	0										0						117	12	53	19	16	746
Asian or Pacific Islander	0										0						253	24	59	11	6	753
Hispanic	0										0						142	14	56	17	13	747
Caucasian/White	23	1	4	15	65	3	13	4	17	746	23	4	65	13	17	746	13188	19	61	15	6	751
Not Reported	0										0						0					
Identified disability																						
Yes	3										3						2186	2	36	35	27	737
No	20	1	5	14	70	2	10	3	15	748	20	5	70	10	15	748	11923	22	65	11	3	754
Current LEP																						
Yes	0										0						311	4	41	29	26	739
No	23	1	4	15	65	3	13	4	17	746	23	4	65	13	17	746	13798	19	61	15	6	751
Economically disadvantaged																						
Yes	9	0	0	6	67	1	11	2	22	743	9	0	67	11	22	743	5300	8	58	22	11	746
No	14	1	7	9	64	2	14	2	14	748	14	7	64	14	14	748	8809	25	61	10	4	754
Migrant																						
Yes	0										0						8	13	50	38	0	747
No	23	1	4	15	65	3	13	4	17	746	23	4	65	13	17	746	14101	19	60	15	6	751
Gender																						
Female	12	0	0	9	75	2	17	1	8	747	12	0	75	17	8	747	6993	24	61	11	4	754
Male	11	1	9	6	55	1	9	3	27	745	11	9	55	9	27	745	7116	14	60	18	8	749
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1025	10	53	27	11	745
No	23	1	4	15	65	3	13	4	17	746	23	4	65	13	17	746	13084	19	61	14	6	752
Gifted/talented program																						
Yes	0										0						676	66	33	1	0	766
No	23	1	4	15	65	3	13	4	17	746	23	4	65	13	17	746	13433	16	61	16	7	750

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 7

SAU: Hancock School Department

School: Hancock Grammar School

QUESTIONNAIRE ITEMS	School										SAU						State						
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%		
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	9 78 13 0	0 0 1	0 0 33	2 11 2	100 61 67	0 3 0	0 17 0	0 4 0	0 22 0	755 744 754	9 78 13 0	0 0 33	100 61 67	0 17 0	0 22 0	755 744 754	7 52 37 4	8 17 23 19	48 62 61 53	25 15 12 18	19 6 4 10	743 751 753 750	
<b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor	9 57 26 9	0 1 0 0	0 8 0 0	2 8 4 1	100 62 67 50	0 2 0 1	0 15 0 50	0 2 2 0	0 15 33 0	756 747 741 745	9 57 26 9	0 8 0 0	100 62 67 50	0 15 0 50	0 15 33 0	756 747 741 745	30 49 19 3	33 16 5 3	56 64 59 45	7 14 26 32	4 5 10 21	756 751 745 740	
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	26 48 22 4	0 1 0 0	0 9 0 0	4 8 3 0	67 73 60 0	0 1 1 1	0 9 20 100	2 1 1 0	33 9 20 0	745 748 744 736	26 48 22 4	0 9 0 0	67 73 60 0	0 9 20 100	33 9 20 0	745 748 744 736	33 52 11 3	24 18 11 6	62 62 54 38	10 15 23 29	3 5 13 27	754 751 746 739	
<b>How difficult was the reading part of this test?</b> A. more difficult than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	14 59 27	0 1 0	0 8 0	3 9 3	100 69 50	0 1 1	0 8 17	0 2 2	0 15 33	755 748 739	14 59 27	0 8 0	100 69 50	0 8 17	0 15 33	755 748 739	17 65 17	16 19 22	55 62 60	18 14 13	12 5 5	748 752 752	
<b>How difficult were the reading passages on this test?</b> A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	4 83 13	0 1 0	0 5 0	0 13 2	0 68 67	1 1 1	100 5 33	0 4 0	0 21 0	736 746 750	4 83 13	0 5 0	0 68 67	100 5 33	0 21 0	736 746 750	9 54 38	4 14 28	44 63 60	27 17 9	24 5 3	740 750 756	
<b>How hard did you try on the reading part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	45 50 5	0 1 0	0 9 0	6 9 0	60 82 0	2 0 1	20 0 100	2 1 0	20 9 0	743 752 734	45 50 5	0 9 0	60 82 0	20 0 100	20 9 0	743 752 734	44 51 5	19 19 9	60 62 51	15 13 26	6 5 15	751 752 744	
<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	0 35 26 39										0 35 26 39						21 45 13 21	27 22 13 7	57 62 61 59	11 12 17 24	5 4 8 11	755 753 749 746	
<b>Optional school/SAU question</b> A. B. C. D.	0 50 0 50										0 50 0 50												

# MATHEMATICS RESULTS

Test Date:	March 2009
Grade:	7
SAU:	Hancock School Department
School:	Hancock Grammar School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 762–780)	2006-2007	4	12	4	12	2142	14
	2007-2008	6	19	6	19	2028	14
	<b>2008-2009</b>	<b>2</b>	<b>9</b>	<b>2</b>	<b>9</b>	<b>2220</b>	<b>16</b>
	Cum. Total*	12	14	12	14	6390	15
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 742–760)	2006-2007	12	35	12	35	5642	38
	2007-2008	12	39	12	39	5703	39
	<b>2008-2009</b>	<b>10</b>	<b>43</b>	<b>10</b>	<b>43</b>	<b>5879</b>	<b>42</b>
	Cum. Total*	34	39	34	39	17224	40
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 728–740)	2006-2007	13	38	13	38	4077	27
	2007-2008	9	29	9	29	3733	26
	<b>2008-2009</b>	<b>7</b>	<b>30</b>	<b>7</b>	<b>30</b>	<b>3537</b>	<b>25</b>
	Cum. Total*	29	33	29	33	11347	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 700–726)	2006-2007	5	15	5	15	3001	20
	2007-2008	4	13	4	13	3054	21
	<b>2008-2009</b>	<b>4</b>	<b>17</b>	<b>4</b>	<b>17</b>	<b>2484</b>	<b>18</b>
	Cum. Total*	13	15	13	15	8539	20

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>56</b>	<b>100</b>	28.4	50.7	28.4	50.7	29.9	53.4
<b>A. Number</b>	<b>14</b>	<b>25</b>	6.5	46.4	6.5	46.4	7.7	55.0
<b>B. Data</b>	<b>16</b>	<b>29</b>	8.4	52.5	8.4	52.5	8.1	50.6
<b>C. Geometry</b>	<b>12</b>	<b>21</b>	6.4	53.3	6.4	53.3	6.9	57.5
<b>D. Algebra</b>	<b>14</b>	<b>25</b>	7.1	50.7	7.1	50.7	7.3	52.1

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 7  
 SAU: Hancock School Department  
 School: Hancock Grammar School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	23	2	9	10	43	7	30	4	17	743	23	9	43	30	17	743	14120	16	42	25	18	745
Ethnicity																						
African American/Black	0										0						416	5	26	28	41	733
American Indian or Native Alaskan	0										0						119	8	30	31	30	737
Asian or Pacific Islander	0										0						258	25	43	19	13	750
Hispanic	0										0						142	8	39	23	30	739
Caucasian/White	23	2	9	10	43	7	30	4	17	743	23	9	43	30	17	743	13185	16	42	25	17	745
Not Reported	0										0						0					
Identified disability																						
Yes	3										3						2189	2	17	27	53	728
No	20	2	10	9	45	6	30	3	15	744	20	10	45	30	15	744	11931	18	46	25	11	748
Current LEP																						
Yes	0										0						323	4	20	28	48	729
No	23	2	9	10	43	7	30	4	17	743	23	9	43	30	17	743	13797	16	42	25	17	745
Economically disadvantaged																						
Yes	9	0	0	3	33	4	44	2	22	737	9	0	33	44	22	737	5308	7	35	30	28	738
No	14	2	14	7	50	3	21	2	14	747	14	14	50	21	14	747	8812	21	46	22	11	749
Migrant																						
Yes	0										0						8	0	50	38	13	742
No	23	2	9	10	43	7	30	4	17	743	23	9	43	30	17	743	14112	16	42	25	18	745
Gender																						
Female	12	0	0	7	58	2	17	3	25	742	12	0	58	17	25	742	6992	16	43	25	16	745
Male	11	2	18	3	27	5	45	1	9	744	11	18	27	45	9	744	7128	15	41	25	19	744
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1024	7	26	36	31	736
No	23	2	9	10	43	7	30	4	17	743	23	9	43	30	17	743	13096	16	43	24	17	745
Gifted/talented program																						
Yes	0										0						676	68	29	2	0	767
No	23	2	9	10	43	7	30	4	17	743	23	9	43	30	17	743	13444	13	42	26	18	744

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 7  
 SAU: Hancock School Department  
 School: Hancock Grammar School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	9	0	0	1	50	1	50	0	0	747	9	0	50	50	0	747	7	6	30	28	36	735
B. less than one hour	78	1	6	7	39	6	33	4	22	740	78	6	39	33	22	740	52	16	42	25	17	745
C. one to two hours	13	1	33	2	67	0	0	0	0	756	13	33	67	0	0	756	37	18	44	24	14	747
D. more than two hours	0										0						4	15	38	24	22	743
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	17	1	25	3	75	0	0	0	0	760	17	25	75	0	0	760	26	35	43	12	9	754
B. good	30	1	14	4	57	2	29	0	0	749	30	14	57	29	0	749	46	13	48	25	15	745
C. fair	39	0	0	3	33	4	44	2	22	736	39	0	33	44	22	736	23	3	32	37	27	737
D. poor	13	0	0	0	0	1	33	2	67	725	13	0	0	33	67	725	5	1	22	37	40	731
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	22	0	0	3	60	1	20	1	20	743	22	0	60	20	20	743	26	23	43	20	13	749
B. They match some of what I have learned.	57	2	15	6	46	4	31	1	8	747	57	15	46	31	8	747	53	15	45	26	15	746
C. They match just a little of what I have learned.	17	0	0	1	25	1	25	2	50	729	17	0	25	25	50	729	17	9	35	32	24	740
D. There is no match.	4	0	0	0	0	1	100	0	0	738	4	0	0	100	0	738	4	7	21	22	51	730
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	9	0	0	1	50	0	0	1	50	739	9	0	50	0	50	739	37	8	40	29	23	740
B. about the same as my regular schoolwork	83	2	11	8	42	7	37	2	11	744	83	11	42	37	11	744	51	16	44	25	15	746
C. easier than my regular schoolwork	9	0	0	1	50	0	0	1	50	739	9	0	50	0	50	739	12	41	35	13	11	755
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	41	1	11	1	11	5	56	2	22	739	41	11	11	56	22	739	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	55	1	8	9	75	2	17	0	0	750	55	8	75	17	0	750	47	18	43	23	16	746
C. I did not try as hard on this test as I do on my regular schoolwork.	5	0	0	0	0	0	0	1	100	720	5	0	0	0	100	720	5	14	27	25	34	738
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	4	0	0	0	0	0	0	1	100	718	4	0	0	0	100	718	8	8	30	29	33	737
B. 30–45 minutes	43	0	0	5	50	3	30	2	20	740	43	0	50	30	20	740	38	13	40	27	20	743
C. 45–60 minutes	48	2	18	5	45	4	36	0	0	750	48	18	45	36	0	750	42	20	45	23	12	748
D. more than 60 minutes	4	0	0	0	0	0	0	1	100	720	4	0	0	0	100	720	12	16	42	25	17	745
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	4	0	0	0	0	0	0	1	100	720	4	0	0	0	100	720	15	19	38	25	19	745
B. two or three days a week	17	1	25	1	25	1	25	1	25	745	17	25	25	25	25	745	31	18	42	24	16	746
C. two or three times a month	35	1	13	3	38	3	38	1	13	742	35	13	38	38	13	742	26	17	43	24	17	746
D. never or almost never	43	0	0	6	60	3	30	1	10	745	43	0	60	30	10	745	28	11	42	27	19	743
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	0										0						10	12	39	24	24	741
B. two or three days a week	9	0	0	0	0	2	100	0	0	739	9	0	0	100	0	739	22	13	43	26	18	744
C. two or three times each month	43	2	20	3	30	2	20	3	30	741	43	20	30	20	30	741	33	18	44	25	13	747
D. never or almost never	48	0	0	7	64	3	27	1	9	745	48	0	64	27	9	745	35	16	40	25	19	744
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	50	0	0	0	0	1	100	0	0	738	50	0	0	100	0	738						
C.	0										0											
D.	50	0	0	0	0	0	0	1	100	720	50	0	0	0	100	720						

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